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A SURVEY OF THE LITERATURE FOR THE CURRENT TRENDS

IN THE INSTRUCTIONAL MATERIALS CONCEPT

(TITLE)

BY

Donnie L. Tolliver

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION

AND PREPARED IN COURSE

SPECIAL PROBLEMS IN AUDIO-VISUAL EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1964

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

5/7/64
DATE

ADVISER

5/7/64
DATE

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PREFACE

In recent years, additional responsibilities have been added to the schools throughout the country. This trend is due to an increased specialization of occupations as well as to an emphasis on more and better methods of teaching and learning. Another factor which has contributed to these additional responsibilities has been the working mother. This has reduced the amount of time spent in the education of children in the home. The family, as a transmitter of the culture, is in the process of transferring still more of the responsibility for the education of children to the schools. As a result, educational objectives other than skills in the three R's have increased the time needed by the teacher for class preparation. To cope with this trend, materials are needed to aid the teacher in presenting additional information to the students.

Every school has teaching materials of some kind; however, they may be scattered among the various rooms throughout the school. Many teaching materials are stored in closets, top shelves, and other out-of-the-way places. This hinders their discovery and use by new teachers in the school system. Teachers who have collections of school-owned materials in their classrooms may fail to realize that these materials are of possible value to other teachers. As a result, materials with potential educational value are not available for use by all teachers. This situation creates a problem in the utilization of instructional materials within the school. Valuable materials and equipment continue to lie idle as long as there is no system within the building for collecting, cataloguing, and distributing them.

The number and variety of teaching tools are increasing each year. No teacher can hope to keep pace with his teaching field unless there is some systematic program in operation between the teacher and the available instructional materials.

Teachers need assistance in locating and using teaching tools effectively. Since some materials cannot be placed in every classroom, it seems desirable to have a central location to store these materials. The central location is one of the concerns of this paper.

Various procedures are presently employed to meet the need for storage and acquisition of materials. Many times independent audio-visual and library departments are established. Many of these facilities are doing an adequate job of providing the needed materials and services. It is the position of this paper that these various departments might function more efficiently and effectively if they were combined into one operational unit. The result would be the creation of an Instructional Materials Center.

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CHAPTER I

INTRODUCTION OF THE STUDY

Terminology

In this paper, the term "audio-visual" refers to the teaching materials commonly associated with the senses of sight and sound. For example, materials associated with the sense of sound are the magnetic tape, disc recordings, and other audible devices. Examples of sight materials are the motion picture image, still photographs, and transparencies. Many of the materials that fall within the category of audio-visual use a combination of both sight and sound. A typical example of this is the sound motion picture.

The term "library" is referred to in this paper as a collection of materials which are generally printed by the printing press. This is a limited definition of the term "library"; in that, many libraries contain micro-films, photographs, sound recordings, and collections of art works.

For the purpose of this study, the term "instructional materials" refers to a combination of audio-visual and library materials to form a unified collection of teaching-learning materials.

A "concept" is knowledge that may not be directly perceived through the senses. It is the result of the manipulation of sensory impressions.

"Medium" is defined as a carrier through which information is transmitted. "Media" is plural of medium.

Purpose of this Study

The purpose of this study is to determine the current trends of the Instructional Materials Center concept. It is expected that the results of the study will point to a general trend of acceptance for the Instructional Materials Center.

Research Methods

The evaluation of the instructional materials concept was done by research in the professional literature of the library, audio-visual, and administrative fields. It concentrates on the physical arrangements, standards of professional staff, budgets, and functional and organizational considerations. Most of this research was conducted with elementary and secondary institutions which have adopted the instructional materials concept. One personal interview was conducted. This interview was with Dr. Paul Wendt of Southern Illinois University. Dr. Wendt is one of the most outspoken proponents in Illinois for the instructional materials concept.

CHAPTER II

ORGANIZATIONAL CONSIDERATIONS

The Need For an Instructional Materials Center

Dr. Paul Wendt of Southern Illinois University lists two developments that are strengthening the instructional materials concept.

. . .The first development was the wide-scale promotion of the Instructional Materials concept in some other states, as for example, Michigan. There it has been urged that new high schools be built with Instructional Materials Centers instead of separate school libraries and audio-visual centers, following the pattern of several Illinois schools. . . .

The second development has been the increasing interest in and discussion of instructional technology.¹

Increased specialization is a problem because it requires more funds and additional staff to operate the instructional program. Computer-based instruction, programmed instruction, and educational television are examples of increased specialization. Increased specialization may motivate the administration to divide the supervision of instructional materials among various specialists. As a result, teachers are placed at a disadvantage with multiple sources of teaching materials. Dr. Wendt suggests that the instructional materials concept is no longer a broad enough concept to include the diversified areas of media. In larger school systems, a still broader concept may have to be considered.

¹Paul Wendt, "The Future of Instructional Materials," Illinois Journal of Education: Instructional Materials, LIV (October, 1963), p. 4.

In an interview, Dr. Wendt states, "An Instructional Materials Center can be developed according to the particular needs of the school. The instructional materials concept depends upon the level of the school."² For example, the Instructional Materials Center in an elementary school provides different materials, equipment, and teaching than either a high school or college level Instructional Materials Center.

In order to insure a stable, effective Instructional Materials Center, the place for the teaching-learning materials program within the curriculum must be clarified. The students and faculty must be informed of the ways the center can aid them in the educational process. Regardless of the size or complexity of the educational unit, this clarification results in a better identification of the Instructional Materials Center in the organizational pattern.

The expanded curriculum of today requires that both pupils and teachers have access to a wide variety of instructional materials. Schools, as a result, are becoming increasingly aware of the need to employ a wide variety of teaching materials in the classroom to meet the abilities, the interests, and the personal needs of the students. These materials, when properly used, will insure that the students develop a better understanding of the concepts presented.

Murray G. Phillips, Coordinator of Instructional Materials for the Garden City Public Schools, Garden City, New York, presents the concept that no medium of communication can provide information which gives common experience and understandings to all students. "Each medium--books,

²Interview with Dr. Paul Wendt, Director of Instructional Materials Department, Southern Illinois University, January 20, 1964.

films, recordings, filmstrips, television, radio, and so on--has particular strengths and weaknesses. Only the use of a wide variety of materials--the cross-media approach--can help insure that the weaknesses of any given type of material will be compensated for by the strength of one or more other materials."³

Mr. W. W. Farrar, Director of Research for the Alice, Texas, Independent School District, states, "An Instructional Materials Center can meet two of the basic classroom needs. These are: Children need a variety of learning tools, and teachers need help in selecting special materials."⁴

Establishment of the Center

Many audio-visual directors and librarians believe that if a director is to accomplish the aim of providing an effective and efficient Instructional Materials Center, he must create an organization that guarantees an intelligent selection of learning materials.

Some administrators are often reluctant to make funds available for the establishment of an Instructional Materials Center. They must first be shown the need for a center. Still other administrators, afraid of stagnation, may put new programs into operation too rapidly. In the process, they leave planning to afterthought. The result is generally disastrous in terms of both the physical location and in the ability to provide the desired services. Students are not necessarily guaranteed the best education even though their school has a variety of materials and equipment available.

³Murray G. Phillips, "Instructional Materials Center: The Rationale," Audiovisual Instruction, V (December, 1960), p. 326.

⁴W. W. Farrar, "The Instructional Materials Center," School Executive, LXXIII (April, 1954), p. 55.

Careful planning in developing the Instructional Materials Center is necessary in order to insure effective implementation, in-service training, and many other obligations which must be faced in organizing an Instructional Materials Center. If the administration hopes to develop a strong instructional materials program, it needs to begin planning well in advance of the actual start of the operation. The administrators need the help of teachers, instructional materials specialists, and curriculum people working together as a committee. These committees must use insight in regard to the materials which will be available in the center. They must also try to predict future developments to facilitate easy adaptation with a minimum of cost. Planning well in advance gives the administration time to evaluate the needs of the school.

Any movement to create a center in a school building or district must be backed and encouraged by teachers, coordinators, principals, superintendents, and school boards. Each group within the school organization must realize the potential value this type of program has in achieving the educational goals of the school. This helps insure the development of a successful program.

Planning and leadership, as well as confidence in the effectiveness of instructional materials to enhance learning, are required to launch and to control a successful instructional materials program. Essentials to such a program necessitate: "(1) a sympathetic and understanding administration and board that will give adequate moral and financial support, (2) well-trained personnel, (3) careful evaluation and selection of equipment and materials, (4) adequate housing space, and (5) maintenance and distribution of materials."⁵

⁵C. E. Costley, "Five Essentials in a Large City Program," Audiovisual Instruction, V (May, 1960), p. 134.

Educators have many different concepts of the term Instructional Materials Center. Since each school is a unique situation, it is not surprising that various types of centers have been established. A trend seems to be developing toward three types of centers--the system or county-level center, the building-level center, and the classroom center. The system or county-level center seems to be the ideal situation in many instances for handling the more expensive or the less-used materials and equipment. The building-level center handles the less expensive, as well as the more commonly needed, materials and equipment. The classroom center contains materials and equipment which can be used daily by the teachers. These are generally the basic teaching tools needed within that particular classroom.

The building, the center, and even the classroom must be designed to encourage the use of instructional materials. The classroom must be designed in order to best bring instructional materials into contact with learners. The development of a sight-and-sound system can serve classroom instructional needs. For example, a direct-intercom system can connect the classrooms with the Instructional Materials Center. This system helps provide an efficient and immediate transfer of materials to the classroom. Classrooms also should be designed for the use of commercial, educational, or closed-circuit radio or television broadcasts.

The Instructional Materials Center must aid the teacher in coordinating the various instructional materials into his teaching program. A well-planned and highly-organized center offers various types of services. By the use of card catalogues and handbooks, school personnel are better able to utilize materials. As a result, the teacher and director are able to work with available materials and use the medium or media that best meet the teachers' needs.

The collection in the Instructional Materials Center may also include curriculum guides, courses of study, specimen standardized tests, catalogues of all types of commercial instructional materials and equipment, and sample textbooks from many publishers. These publications usually are not found in libraries.

The basic concept of instructional materials does not permit one to say that printed materials are any more or any less effective than audio, visual, or other media. The belief that one learns through all of the senses is one of the main contributions of the instructional materials concept. In the instructional materials concept, one of the basic goals is the attempt to match the individual differences in learners through the use of a cross-media approach in teaching.

Place of the Instructional Materials Center in the School System

The education of youth is the main reason for the existence of schools. A valid reason for the existence of an Instructional Materials Center, therefore, is to help educators and students with the educational process by providing varied experiences through the use of a wide range of educational teaching materials.

Murray G. Phillips also states, "Another purpose of the school is to help develop each student to the limit of his ability. This is best provided for in an educational environment rich in a wide variety of materials. In most instances, these materials are most readily available through an Instructional Materials Center."⁶

Mr. Phillips presents another concept which is in the process of gaining acceptance. According to this concept, all instructional materials

⁶Phillips, op. cit., pp. 326.

should be available to the students as well as to the teachers. This principle has been hindered somewhat by teachers who prefer to present the material only in the class instead of letting the students use the materials in their study periods.

Some librarians and audio-visual directors feel their services must be separate to be most effective. They contend that if a materials center is to be a mere check-out station, all materials and equipment can be stored in the same area. They also agree that a certain amount of similar services are necessary to check out books, films, filmstrips, records, and other media. However, for certain types of services, some audio-visual directors and librarians believe there are disadvantages to the user in finding all the materials together. They feel that the addition of non-book materials to the library distracts from the promotion of reading materials. They contend that there is a dissimilarity between library materials and audio-visual materials. These audio-visual directors and librarians say the problems associated with handling book and non-book materials are so diversified that only in separate facilities can these materials be successfully utilized. These directors contend that if every school does not have audio-visual centers and library centers which are separate, they must, at least, have different supervisors operating the two areas. Their main apprehension seems to be the belief that no one person is capable of being a dynamic director of the combined center. This fear is based on the belief that most directors will not have extensive training in all areas within the instructional materials field.

Many librarians and audio-visual directors do not want to integrate their services, however, they believe cooperation is necessary. Without

taking on the additional responsibilities of another field, these librarians and audio-visual directors contend that they have enough work to do in their own particular area. The extent to which this need for separation is put into motion depends on the philosophy of the instructional materials director and the school administration.

Even though the audio-visual department remains separate, a definite need arises for unified cataloguing and for other services of selection. This unification aids the teacher in determining the materials which are available and better facilitate learning. The separation of the library and audio-visual center often leads to the inaccessibility of instructional materials. The result is that teachers are often unable to benefit from the media. The school system has the responsibility of making available, in a readily accessible location, all types of instructional materials. The lack of a centralized Instructional Materials Center will then result in a search for materials in various decentralized centers throughout the school.

In some schools, the combination teacher-materials director has many responsibilities. He is expected to teach a partial or full-time load as well as supervise the instructional materials program. As a result, he seldom has time to confer with the individual instructor as to the selection of instructional materials. This situation points to the need for the coordination of the instructional materials program within the school building and the school system. This provides a better application of materials to conform to the demands of the curriculum.

No definite break can be made between library materials and audio-visual materials. Many different instructional materials are handled by both the audio-visual director and the librarian. Such materials as

maps, globes, charts, pictures, bulletin boards, exhibits, discs, and tape recordings may be found in either the audio-visual center or the library. As a result, teachers and pupils are confronted with the necessity of deciding from which center they may obtain the specific materials. Louis Shores, Dean of the Library School at Florida State University, is quoted as saying, "Separate audio-visual, library, and textbook centers in the school are educationally confusing, administratively unsound, and financially uneconomical."⁷

The provision of service to students and teachers is the main function of an Instructional Materials Center. Many educators arguing against the materials center ignore this reason for its existence.

These advantages for an Instructional Materials Center were listed in the interview with Dr. Wendt. First, materials of all forms may be found in a central location. This helps give a unified meaning to materials. In other words, the center has the potential of bringing additional media to the teacher's attention. Media of many forms may be given a "unified sense" just by being arranged under the same subject in the card catalogue. Secondly, an Instructional Materials Center can possibly eliminate the jealous competitive nature or personality clashes that sometimes come about with a separate audio-visual and library arrangement. Finally, Dr. Wendt states that an Instructional Materials Center is usually more economical than the separate audio-visual and library arrangement. Purchases, when coordinated under one department, will prevent duplication of materials.

⁷Louis Shores, "Union Now: The Audio-Visual and the Library Way," Educational Screen, (March, 1954), cited by P. Lewis, "School Library and the Audio-Visual Program," Illinois Library Association Record, IX (October, 1955), pp. 19-20.

Many schools cannot afford to duplicate materials and **services**; however, these schools can perhaps afford to unify materials and services into an Instructional Materials Center. This center must be directed by a person professionally trained in the instructional materials field.

Centralized cataloging, more trained personnel, and larger total budget may result from the coordination of an Instructional Materials Center. This arrangement can provide a coordinated effort for the in-service growth of teachers.

The trend today indicates that the classroom teachers would be better served if they could obtain all the instructional materials needed from one central location within the building. Because teaching is a complex process with over-crowded classrooms, reports to make, meetings to attend, and other similar time-consuming activities, the teacher cannot be expected to spend extra time locating and obtaining new teaching resources. When the complexity of ordering materials reaches a certain point, busy teachers will neglect ordering needed teaching materials. As a result, they seldom explore the teaching possibilities which exist in some of the newer instructional materials. The arrangement which offers the greatest teacher utilization is the Instructional Materials Center concept.

The entire range of instructional materials must be used in the interest of the individual learner. These materials must be education-centered, not facility or device-centered. The director ought to provide ideas and skills for the improvement of instruction.

Students again and again find themselves faced with materials with which they have had little previous experience. Often textbooks strip the events of history or the facts of science until only the bare

framework remains. The colorful, picture-making words are eliminated. Instead, students must submit themselves to pages and pages of vague generalizations. The see-and-hear world has come into almost every school and library. Films, filmstrips, maps and charts are examples of original source materials which are now available for home and classrooms. Further study is enhanced by the experience and information provided in the Instructional Materials Center.

Staff Requirements or Standards

In some small schools with separate audio-visual and library centers, teachers devote half of their time to teaching and the other half to the administration of the library. The audio-visual services may be directed on a part-time basis by another teacher. The school program can, in most cases, be improved by a full-time person to direct a unified materials center to procure, store, classify, catalogue, dispense, and guide the use of the wide range of instructional materials. As a result, both the instructional-materials director and the teacher can devote their full professional abilities to their respective responsibilities.

Dean Shores recommends a professional program for the education of a new type of specialist. If this is adopted, it can result in the replacement of the audio-visual director, the school librarian, and the textbook manager. They may be replaced by a supervisor who "is neither an audio-visualist, nor a librarian, but truly a Supervisor of Instructional Materials, dealing with all forms and formats, ranging from textbooks to television to magazines, and motion pictures, over field trips and filmstrips, across radio and recordings, with pictures and peek boxes and on and on."⁸

⁸L. C. Larson, "Coordinate the A-V Way and the Library Way," Educational Screen and A-V Guide, XXXIV (June, 1961), pp. 252.

A different point of view is expressed by the School Librarians' Association. They feel that the school library field can take over the area of audio-visual materials. According to some of these librarians, the addition of audio-visual units in the regular library science courses can enable the students to receive adequate training in both the audio-visual and library-science fields. These leaders in the library field assume that present librarians, regardless of the amount or nature of their training, are able to perform adequately the responsibilities of directing an audio-visual program. Another opinion expressed earlier is the belief that the instructional-materials field must continue on an independent but cooperative basis. It ought to be coordinated by the superintendents in a centralized Instructional Materials Center within the district and by the principal in a center confined to a single building. One of the professional members in the center may be appointed as director or supervisor. This person must possess the qualifications expected of any school supervisor or administrator. He must also have the insight and training necessary to insure proficiency in at least one of the instructional materials fields.

Some librarians and audio-visual directors prefer an administrator as director of the program. They believe that such a director would emphasize both areas; whereas, a librarian or audio-visual director might attempt to stress his individual field. Librarians and audio-visual directors believe also that only a qualified administrator is capable of managing such a center because of the increased complexity of materials and equipment. Most audio-visual directors and librarians contend, however, that no matter who heads the program, the instructional materials director must be responsive to imminent changes. These changes will take place

in the curriculum, in the methods of instruction, in the reorganization of schedules, and in redesigning space for learning. The materials specialist is a director of learning. His achievements and abilities determine the extent to which the materials program assists in fulfilling the curriculum objectives. In order to provide this assistance, specialists need to be proficient in the use of the entire range of media and in the potential contributions each medium offers to learning.

Teachers and students constantly need to have access to a **center** containing the entire range of instructional materials. They need to be able to confer with specialists in the different areas, such as school librarians, audio-visual directors, and other instructional materials specialists. Teachers are not concerned with the administration of the center; they are concerned with the service they will receive. If the center is to be a successful factor in the implementation of the curriculum, the number of staff needed will depend upon the enrollment and the curriculum demands of the school.*

The staff may consist of such specialists as a director of audio-visual materials, a film librarian, and a textbook librarian.**

The joint committee of American Association of School Librarians-Association for Supervision and Curriculum Development-Division of Audio-Visual Instruction states, "By Instructional Materials specialists are meant individuals who, on a professional level, are directly responsible for a school, college, or university program of counsel, service, or

*The standards recommended for the size of the library staff are found in Appendix A.

**Selected responsibilities and competencies recommended for the professional staff of an Instructional Materials Center are found in Appendix B.

in-service education for student and teacher use of instructional materials."⁹ The specialists must be trained to select, utilize, and administer instructional materials.

Dr. Wendt relates the conclusions determined at the Systems Training for Educational Media Specialists conference held at San Francisco to discuss the training needed for educational media specialists.

It was unanimously agreed that such a specialist needed the broadest education possible. Not only should he be most familiar with the characteristics, advantages, and limitations of all media of instruction but also this specialized knowledge should be based on a broad liberal education. Furthermore, he would also need some training in depth in curriculum and in the psychology of learning. He should be an intelligent consumer of research with the ability to read and analyze research reports. He would not need to be a highly trained specialist in any one of the media although for practical purposes it would probably be usual for him to advance through a course of study in one particular medium.

A second criterion of an Educational Media Specialist would be that he would be completely impartial and objective concerning the use of any particular medium in a particular teaching situation.¹⁰

The administration of an instructional materials facility must be delegated to a person with an understanding of curriculum development and improvement. The director needs to realize the necessity for various forms of instructional materials to meet the demands of teaching situations. One of the director's major responsibilities is to coordinate the duties of each specialist on the instructional materials staff. To fulfill the role of leadership, the instructional materials director must be effective in the improvement of educational instruction. The effective utilization

⁹"Role of Materials Specialist Defined," Audiovisual Instruction, III, No. 4 (April, 1958), p. 118.

¹⁰Paul Wendt, "The Future of Instructional Materials," Illinois Journal of Education: Instructional Materials, LIV (October, 1963), p. 5.

of instructional materials by teachers and students is the principal challenge confronting the director.

The director must be willing to train teachers in the operation of equipment. This training enables the teacher to use instructional materials equipment effectively in the classroom. The selection and availability of materials in the center are areas with which teachers need assistance.

The director must constantly be aware of the teacher's level of development in the field of instructional materials. From this level of development, the director must begin educating the teacher in the use of the media to improve instruction. The director should encourage teachers to consult with him in the selection of materials in order to obtain full benefits of the Instructional Materials Center.

The director must be concerned with the educational functions performed by equipment and materials. He also needs to be familiar with the curriculum of the school in order to coordinate the materials with its development. One of the director's responsibilities is to provide a flexible program which will be easily adapted to changes in methods of instruction.

The administration needs to be informed of the progress and growth of the instructional materials program. By keeping the administration informed of the operation of the center and the progress of the instructional materials program, the director may obtain additional appropriations for both materials and equipment. The extent to which the materials program moves into the curriculum may depend upon the abilities of the director to keep the administration informed.

CHAPTER III
FUNCTIONAL AND ORGANIZATIONAL CONSIDERATIONS
IN THE CENTER

The grade level of the students may affect the Instructional Materials Center required by the school. In the lower grades, a center is located primarily in the classroom. For intermediate and upper grades, a centralized location is more feasible. In many universities, specialized Instructional Materials Centers are provided to meet the curriculum demands of each department. Each school or college within the university has its own specialized Instructional Materials Center.

Today numerous instructional materials resources are in circulation, and many more are being produced. These resources must be made available to the teachers and students to enable them to achieve the aims of the curriculum.

The quantity of materials, equipment, and services required determines the space necessary for productive utilization of the center. "In the reading areas, a desirable feature is the provision for accommodations of 10 to 15 per cent of the enrollment along with adequate facilities for class visits."¹¹

Kenneth Taylor, former Instructional Materials Chairman of West Leyden High School at North Lake, Illinois, states, "Thirty to thirty-five

¹¹Kenneth I. Taylor, "How to Plan an Instructional Materials Center," Nation's Schools, LXVII (January, 1961), p. 54.

square feet of floor space should be allowed for each reader."¹² This enables students to move with a minimum of difficulty.

Briefly, one main entrance and check-out desk can be provided for students. This enables the staff to have better control of materials. The actual size of the Instructional Materials Center is based on curriculum, enrollment, and services needed. Future enrollment increases must also be considered. The sizes of specialized areas will also be determined by enrollment and services needed. Facilities that may be included within these specialized areas are: the staff offices, a curriculum library, a graphic and picture display area, a film library, a recording studio, a darkroom, and a preview room. The center provides facilities for repair services, distribution of materials and equipment, and preview of materials. The degree of centralization of equipment determines the storage space needed.

To operate a decentralized program, additional equipment is required so as to meet the needs of each separate area. A decentralized program does, however, eliminate much of the transportation of equipment between the center and the classrooms. Most of the equipment is assigned to departments for long-term periods which places the equipment in the rooms where it will be used. With this arrangement, equipment is not returned to a central storage point at the end of each day. Only extra and emergency equipment is stored at the center.

According to Mr. Taylor, shelving space for at least ten trade books per student, with room for expansion, needs to be provided. To give adequate service of periodicals, he states that provisions must be made

¹²Ibid.

for storage space of five to ten years. The length of storage time depends on the curriculum demands.

Although the functional design of the Instructional Materials Center is the primary concern of this paper, the aesthetic design should also be considered. A pleasing and pleasant atmosphere may play an important part in enticing students to use the center.

The entrance to the center should be attractively designed with showcases or bulletin boards which exhibit teaching materials of all kinds as well as student projects. This showcase of ideas can be an alluring invitation to all who pass.

Within the center, the furnishings may play an important part in the over-all atmosphere. The furniture should show good taste in design and preferably be made of wood. Wood tends to reduce noise. The main desk, tables, chairs, and card catalogues located in the main study areas are the primary items that would best be made of wood. Steel furniture, if desired, must be used in private offices.

The over-all interior of the center should be accoustically treated and have a minimum number of windows in order to reduce distractions. In order to break up large areas into smaller sections, moveable dividing walls may be installed.

The physical location of the center within the school system needs to be centrally located in relation to the study hall and classroom. This planning will encourage both study hall and class visits to the center.

A professional library and workroom area for teachers may be located away from the main floor of traffic. The workroom area needs to be equipped with equipment and materials needed for construction of individual teaching materials.

Objectives of the Instructional Materials Center

To acquaint teachers with available services, the director may be in charge of at least one faculty meeting during the year. Dr. Wendt lists some techniques which may be used to acquaint teachers with the services which are aimed toward improving instruction. He states, "Exhibits and bulletins to teachers are good methods of advertisement." He believes, however, that "one of the best techniques is personal contact with the teacher, such as, helping the teacher select additional materials, introducing new materials, or any instructional materials services for which the teacher may call. Also an Instructional Materials committee may be useful in determining school policy concerning Instructional Materials Services. The committee also has the potential of being active in suggesting techniques and materials that the center can provide to better aid the teacher's quest for improved instruction."¹³

The nature of the materials available in the Instructional Materials Center depends mainly upon the needs of the school system and its teachers. Books, which make up a major portion of our educational references, must be given consideration in terms of grade level and subject.

Committees, according to Dr. Wendt, may preview or evaluate new materials pertinent to their subject field. The director can conduct staff meetings to help insure coordination of the responsibilities of the center. These meetings, with the support of the administrative staff, will aid in the success of the instructional materials program.

To give the students and faculty needed assistance in selecting and preparing materials, the center must be of sufficient size to fulfill their request for service. The objectives of an Instructional Materials Center

¹³Interview with Dr. Paul Wendt, op. cit.

are implemented by efficient and effective service. The center, designed to serve departments, teachers, and students effectively in their search for instructional materials, should succeed in its goal of improving instruction.*

Materials and Equipment Provided by the Instructional Materials Center

The nature of the materials and equipment available in the Instructional Materials Center depends mainly upon the needs of the school system and its teachers. L. C. Larson, Director of the Audio-Visual Center, Indiana University, Bloomington, Indiana, states, "The scope of the resources available through such a center should be limited only by the needs of those who make use of it."¹⁴ Printed materials, which make up a major portion of our educational references, must be given consideration in terms of grade level and subject matter. Teaching materials generally associated with the sight-and-sound senses (often considered as audio-visual materials) must be considered for purchase on the same basis as the printed materials. Any material that has value in the teaching-learning process, should become part of the collection of the materials of the center.

The integration of audio-visual and library materials into a centralized location gives teachers and students a rich and varied collection of media to implement the instructional process.**

Integrated instructional materials are already proving their most effective role in this mass exposition of subject matter. Future integration of materials may

¹⁴L. C. Larson, "Coordinate the A-V Way and the Library Way," Educational Screen and A-V Guide, XXXIV (June, 1955), p. 252.

*A list of services that the center provides is found in Appendix C.

**A list of materials and equipment is found in Appendix D and E.

appear most effectively in the new area of independent study by students, sometimes by automated programs. In the instructional materials center of the future, no doubt students will be pursuing independent study in all the media. They will be screening films not necessarily in large groups, but as individuals. More and more students will be practicing with recorded materials themselves one by one as is so well demonstrated today in some language laboratories. More and more students will be consulting slides, and filmstrips. Such use can only lead to more intensive research through printed materials.

It seems that the integration of instructional materials of all kinds both in group use and individual use by students will be a most important part of the new waves of changes that are now beginning to sweep over American schools.¹⁵

¹⁵Verne Stockman (Chairman), Instructional Materials, Bulletin A-3 (Springfield: Illinois Curriculum Program, 1961), p. 114.

CHAPTER IV

CONCLUSIONS

The acceptance or rejection of the instructional materials concept seems to be dependent on the personal experience and background of each writer that was reviewed by the author. No definite conclusions seem to have been formulated on what an Instructional Materials Center is or what it should be. An examination of what has been written on the subject of instructional materials reveals three general classifications of opinion: Those definitely approving of the Instructional Materials Center; those approving of the Instructional Materials Center but doubtful of its success; and those favoring the separation of library and audio-visual.

One of the objectives that the writers who were reviewed agreed on was that the center must furnish both materials and assistance in the selection of these materials. This is done partially by providing either one or both card catalogues and individual catalogues listing the available materials for preview and selection. This agrees with what should be the main purpose of the school--to provide education for its students through the use of any and all materials and equipment that will help in the teaching-learning process.

CHAPTER V

RECOMMENDATIONS

From the survey of literature, the author would recommend that a school which wants the greatest amount of utilization from teaching-learning materials must accept the instructional materials concept.

It is fully realized that this recommendation carries many problems which can only be solved on the local level. Perhaps the main problems would be those of organizing the personnel in the line and staff arrangement.

The author also recommends that the school give careful thought to the physical layout of the Instructional Materials Center. It must be designed for maximum utilization by both teachers and students.

Regardless of whether or not the materials are in one location, they should be cross-referenced in a card catalogue.

APPENDIX A

STANDARDS RECOMMENDED FOR THE SIZE OF THE LIBRARY STAFF
IN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLSLibrarians

1. For the first 900 students or fraction thereof: One librarian for each 300 students or major fraction thereof if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of librarians should be increased by 25 per cent, and in the case of full responsibility for audio-visual materials and the audio-visual program, by 50 per cent.
2. For each additional 400 students or major fraction thereof: One librarian, if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of librarians should be increased by 25 per cent, and in the case of full responsibility for audio-visual materials and the audio-visual program, by 50 per cent.

Clerks

One clerk for each 600 students or major fraction thereof if the head librarian has no administrative responsibility for audio-visual materials. If the head librarian has partial responsibility for audio-visual materials, the number of clerks should be increased by 25 per cent, and in the case of full responsibility for audio-visual materials and the audio-visual program, by 50 per cent.¹⁶

¹⁶Standards for School Library Programs, comp. The American Association of School Librarians (Chicago: American Library Association, 1960), pp. 53-5.

APPENDIX B

SELECTED RESPONSIBILITIES AND COMPETENCIES OF
THE PROFESSIONAL STAFF

Responsibilities of the Professional Staff

1. Works closely with all classroom and special teachers and contributes to the professional needs of the school.
 - Acquaints all teachers with the instructional materials center services and resources.
 - Presents regularly new and pertinent materials of varied types to teachers through bulletins and catalogue listings and at both small and large group meetings.
 - Develops an in-service training program in the use of materials and equipment--particularly of those materials and equipment in the newer media, and encourages classroom experimentation in the use of all materials.
 - Participates on curriculum committees, in workshops, conferences, and professional organizations.
2. Renders services to individual students and class groups in the utilization of varied resources and available services.
 - Develops a program of reading guidance to serve curricular and personal interests and needs of individual students and class groups.
 - Provides help in the use of all instructional materials.
 - Provides bibliographies and lists of instructional materials related to curricular and personal needs.
 - Provides reference guidance in locating materials and information.
 - Provides materials for personal guidance and adjustment and for occupational interests and information.

- _____ Initiates and develops worthy projects and activities.
3. Contributes to effective instruction in the integrated use of instructional materials center resources.
- _____ Gives orientation instruction and cooperates with teachers in teaching the use of the instructional materials center and its varied collection of instructional materials for integrated use in class units under study.
 - _____ Assists department heads in planning for the sequential teaching of instructional materials center skills as needed in each subject area.
4. Organizes and administers the instructional materials center program.
- _____ Selects, orders, and builds a well-balanced collection of appropriate instructional materials, and provides equipment needed in their use.
 - _____ Provides for teacher-pupil participation in the selection of instructional materials.
 - _____ Catalogues, processes, and organizes the collection of instructional materials for circulation.
 - _____ Plans and develops systematic and convenient routines for the circulation of instructional materials and equipment and for the operation of the center.
 - _____ Organizes a student projectionist program for service to teachers.
 - _____ Develops a plan for equipment repair and adjustment through local or outside services.
 - _____ Directs the work of clerical and maintenance aids.
5. Plans a promotional program.
- _____ Publicizes and stimulates use of the instructional materials center through a variety of devices and techniques such as bulletin boards, newspapers, exhibits, and radio and TV programs.
 - _____ Vitalizes reading experiences through the integrated use of radio, TV, films, and recordings.
 - _____ Sponsors book fairs, film festivals, and record fairs.

Selected Competencies of Instructional Materials Personnel

1. Is a qualified teacher, preferably with teaching experience.
2. Has leadership ability and skill in organization and human relations.
3. Knows and understands the process of curriculum development.
4. Is familiar with the goals and the instructional program of the school with particular understanding of all phases of the reading program.
5. Is able to assist teachers and students in the integrated use of various types of instructional materials.
6. Has broad knowledge of and familiarity with instructional materials including sources for their procurement and varied methods for their utilization.
7. Knows how to select and to evaluate instructional materials and equipment, and is familiar with recognized reviewing tools and sources.
8. Knows how to catalog, classify and process instructional materials.
9. Knows and understands how to utilize local resources.¹⁷

¹⁷Verne Stockman, op. cit., pp. 125-127.

APPENDIX C

MAJOR SERVICES PROVIDED BY INSTRUCTIONAL
MATERIALS CENTER FOR STUDENTS AND TEACHERS

1. Advice in the selection of materials and equipment
2. Flexible budget allowances for each department
3. Promotion of materials
 - a. Bulletins listing new materials and equipment
 - b. Consultation
4. Catalogues
 - a. Central card catalogue
 - b. Individual
5. Check-out system of equipment and materials
 - a. Simple
 - b. Efficient
6. Duplication
 - a. Instructional materials
 - b. Local publicity
 - c. School publications
7. Use of materials in the center
 - a. Equipment
 - b. Space
8. Guidance for students and faculty
 - a. Location of equipment
 - b. Location of materials
 - c. Use of equipment
 - d. Use of materials
9. Production of Instructional Materials
 - a. For faculty
 - b. For students
10. Inter-library loans
 - a. Agencies
 - (1) Local level
 - (2) Regional level
 - (3) State level
 - (4) National Level
 - b. Film libraries
 - c. Museums
 - d. Organizations
 - e. Public libraries
 - f. Schools

11. Orientation to the center
 - a. Students
 - b. Teachers
12. Rooms
 - a. Class use
 - b. Browsing and research
 - c. Audio-visual
 - d. Preview
 - e. Recording
 - f. Production
13. Storage space
 - a. Prepared materials
 - b. Equipment
 - c. Commercial materials
14. For administration
 - a. Prepared budget of needed materials and equipment
 - b. Plan of expansion for coming five or ten years

APPENDIX D

MAJOR MATERIALS AVAILABLE IN THE
INSTRUCTIONAL MATERIALS CENTER

1. Art Reproductions
2. Master File of Community Resources
 - a. Curriculum guides for in-service study groups
 - b. Factories
 - c. Government Projects
 - d. Industries
 - e. Raw Materials
 - f. Resource People
3. Dioramas and Exhibits by Students and Teachers
4. Films
5. Filmstrips
6. Globes
7. Graphs
8. Graphics
9. Guidance Materials
10. Instructional Supplies
 - a. Construction Materials
 - b. Paper
 - c. Picture Mounting Materials
11. Kits of Materials for Various Purposes--such as Science
12. Micro-film
13. Maps
14. Models
15. Posters
16. Pamphlets

17. Picture Files
18. Reference Materials
 - a. Almanacs
 - b. Bibliographies
 - c. Biographical
 - d. Dictionaries
 - e. Encyclopedias
 - f. Geographical
 - g. Indexes
19. Slides
 - a. 2 x 2
 - b. $2\frac{1}{4}$ x $2\frac{1}{4}$
 - c. $3\frac{1}{4}$ x 4
20. Supplementary or Trade Books
21. Serials and Periodicals
 - a. Magazines
 - b. Newspapers
 - c. Professional Publications
22. Samples of Standardized Tests for Teachers
23. Textbooks
24. Tapes
 - a. Audio Tape
 - b. Vidio Tape
25. Transparency File

APPENDIX E

MAJOR EQUIPMENT AVAILABLE IN THE
INSTRUCTIONAL MATERIALS CENTER

1. Audio Cables to Distribute Programs to Listening Areas
2. Bulletin Boards - Portable
3. Chalkboards - Portable
4. Cameras
 - a. 8 Millimeter
 - b. Movie
 - c. Press
 - d. 16 Millimeter
 - e. Thirty-five Millimeter
 - f. $2\frac{1}{4} \times 2\frac{1}{4}$
5. Controlled reader
6. Dictation Laboratory
7. Dry Mount Press
8. Duplicator
9. Darkroom
 - a. Dryer
 - b. Enlarger-Printer
 - c. Miscellaneous Equipment
10. Feltboards - Portable
11. Headphones
 - a. Radio
 - b. Records
 - c. Sound Films
 - d. Tape Recorders
 - e. Televisions
12. Language Laboratory Equipment
13. Micro Projectors

14. Micro Film Projectors
15. Primary Typewriters
16. Projectors
 - a. 8 Millimeter
 - b. Filmstrip
 - c. Opaque
 - d. Overheads
 - e. 16 Millimeter
 - f. $3\frac{1}{4}$ x 4 Slide
 - g. $2\frac{1}{4}$ x $2\frac{1}{4}$ Slide
17. Radio
18. Recorders
 - a. Tape
 - b. Vidio Tape
19. Reading Accelerators
20. Repair Equipment
 - a. Films
 - b. Tapes
 - c. Miscellaneous
21. Science Equipment
22. Screens
 - a. Portable
 - b. Wall
23. Speed-o-scope
24. Teaching machines
25. Television
 - a. Film Showings
 - b. Closed Circuit
 - c. Commercial
 - d. Vidio Tape

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